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ABSTRACT

A review of current literature related to assistance for beginning teachers focused upon the following questions: (1) In what areas do beginning teachers need assistance? (2) What types of assistance do beginning teachers need? (3) Who should provide the assistance? (4) How should this assistance be timed? and (5) What other important considerations have evolved in studies of beginning teacher assistance? In conjunction with the literature review, a survey instrument was developed based upon key elements revealed by the literature. Responses to the questionnaire were obtained from 59 teachers. Based on survey results, beginning teachers gave problems associated with learning to instruct and with learning about the schools as an instructional system a higher priority than other problems they face. The majority of problems faced by beginning teachers were rated as best solved through a beginning teacher assistance program. A summary of the findings includes recommendations for developing beginning teacher assistance programs and suggestions for further research on the subject. The survey instrument and results are appended. (JD)

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REVIEW OF THE LITERATURE
AND
TEACHER SURVEY
For the
VIRGINIA BEGINNING TEACHER
ASSISTANCE PROGRAM

ED265093

Submitted to
Virginia Department of Education

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SP 025 630

A Review of the Literature Related to Assistance for Beginning Teachers

The major purposes of the literature review relative to the Beginning Teacher Assistance Program were to identify those components of assistance to beginning teachers that have proved to be productive and beneficial. The literature search sought answers to the following questions:

(1) In what areas do beginning teachers need assistance?
(2) What types of assistance do beginning teachers need?
(3) Who should provide the assistance?
(4) How should this assistance be timed?
(5) What other important considerations have evolved in studies of beginning teacher assistance?

The literature review was conducted using the traditional methods. Initially, several ERIC searches were completed in order to identify materials related to the various aspects of beginning teacher assistance. Other materials surfaced in the bibliographies of articles identified through the ERIC searches and in conversations with other educators contacted during the project. Several pertinent volumes had to be ordered. After materials had been collected, the reading process began.

Much of what has been done in the study of beginning teacher assistance has been recent. Furthermore, much of the information available is in the form of narrative reviews of beginning teachers' perceptions relative to their induction into the teaching profession. Research studies on the effectiveness of certain types of assistance for beginning teachers are scarce due to the difficulty of measuring teaching skills in a definitive way.

Beginning Teachers - A Characterization

The literature indicates that, in general, those who select the teaching profession are caring people with a commitment to service that involves direct interaction with people. Beginning teachers also seem to have a desire to learn more and to become better teachers. These characteristics repeatedly surface in the literature, both in the studies reviewed by McDonald (1980) and in the narratives on the experiences of beginning teachers by Ryan (1980) and by Dillon-Peterson (1982). Some of these traits may have a direct bearing on the problems that beginning teachers experience. In particular, the service provided by a teacher is sometimes imposed on a client who is indifferent or unreceptive to learning. This situation may lead to either apathy or aggression directed at the teacher. The beginning teacher, in turn, may feel personally rejected under these circumstances. The beginning teacher who enters the classroom with enthusiasm for his/her assignment is quickly disillusioned and discouraged by unresponsive behavior from students. Suddenly the beginning teacher comes face to face with individuals who do not treat learning with the same reverence as (s)he does. Some teachers never overcome their initial shock with this discrepancy between their own values and those of their clients.

Weaver (1980) indicates that, more recently, College Entrance Examination Board data shows that the socio-economic level of the majority of teacher education candidates in colleges and universities is average or below average. The SAT scores of these students also have been relatively low. These trends, coupled with the economic crunch that continues to prevent school systems from being able to compete financially with industry for the top graduates, paint a dismal picture for the future of education. In some content areas, there are at present shortages of qualified applicants for teaching positions. School systems may find themselves hiring the poorest candidates in some cases in order to fill positions, or "borrowing" teachers with other endorsements to teach subjects for which qualified personnel are not available. Considering all these factors, the outlook for providing top notch education for children is bleak if current tendencies continue without some intervention to deal with the socio-economic status of the teaching profession.

Regardless of training and background, the beginning teacher is immediately faced with certain difficulties. In many fields the new employee is given a transition period during which (s)he gradually learns about and accepts the responsibilities of the job. Contrary to this, in education, the new teacher is expected to enter the classroom on the first day of school, prepared to accept all the responsibilities of teaching plus additional accounting and management tasks without any assistance. Thus, the transition period for teachers occurs in a rather unique manner when compared to that of other professions. The first day's experience can make or break a career.

In reviewing the transitional period for beginning teachers and its inherent problems, Cruickshank and Callahan (1983) gave support to the three stages of development identified in the research of Fuller and Brown (1975). Teachers first enter teaching at what Fuller and Brown term the "survival stage". At this point, the beginning teacher concentrates on personal adequacy. The foremost issues are maintaining control over the students, being liked by students, and being perceived as satisfactory by observers. The beginning teacher looks for instructional and/or management techniques that cause students to behave in a manner that (s)he perceives as acceptable to him/her and to significant others. The methods that are initially adopted and found to be successful become an integral part of the beginning teacher's style. It is widely accepted that within the first six months of experience, a teacher develops his/her teaching style. Relatively little change can be expected in that style unless there is some major event that produces an adjustment. If the beginning teacher adopts a style that is instructionally sound and allows for flexibility, variability, and professional growth, then there is no problem. However, if methods are constrictive or minimally efficient, it is likely that a teacher marked by mediocrity who values "discipline" as a goal to the detriment of instruction could emerge during this stage. Such an individual might remain in the survival stage of teaching for the duration of his/her career.

According to Fuller and Brown, once the teacher feels that basic survival has been achieved, the area of concern shifts to teaching tasks. This second stage is referred to as the stage of teacher situation concerns. The focal point of the second stage is still very much the teacher. Emphasis is on the teacher's actions as a disseminator of knowledge and their relationship to student achievement. The teacher thinks about his/her teaching style and wants to see students achieve good grades, high test scores, etc. Most teachers are able to attain the second stage in their careers, but many never go beyond this relatively self-centered concern for their teaching and student achievement. Those that remain at this level are usually very comfortable with their perspective and often manage to be satisfactory teachers.

Teachers that are able to attain the goal of the second stage move their attention to student satisfaction. They then reach the third stage, that of concern about pupils. Teachers at this level focus their attention on the perceptions of students. They want students not only to learn,but to be personally satisfied with the various dimensions of the learning experience. Ideally this is the stage at which it would be desirable to have all teachers operating. However, beginning teachers will not aspire to this level until they have coped adequately with the first two stages.

The initial teaching experience is critical. According to Joseph Vaughn of the National Institute for Education, "the conditions under which a person carries out the first year of teaching have a strong influence on the level of effectiveness which that teacher is able to achieve and to sustain over the years; on the attitudes which govern teacher behavior over even a forty-year career; and indeed, on the decision whether or not to continue in the teaching profession."

Research and experience support this statement, making it imperative that attention be given to the first year of teaching and to the facilitation of a beginning teacher's transition through the stages of development.

The Problems of Beginning Teachers

Kathryn Castle (1980) summarizes the problem areas for beginning teachers using the following six classifications:

A. Adjusting to the role of teacher including discipline, grading, and dealing with parents.
B. Adjusting to the particular school to which the teacher has been assigned.
C. Adjusting to the actual teaching assignment which may be in an area for which the teacher has had little or no training and which may require supervision of extracurricula activities.
D. Adjusting to the physical demands of teaching which can be exhausting.
E. Experiencing depression which may arise from a sense of failure.
F. Adjusting to the administration, staff, and other faculty and their particular ways of doing things.

This categorization is consistent with the findings of McDonald (1980) and of Ryan (1980). It is also notable that these problems fall primarily into the first and second stages of teaching as identified by Fuller and Brown (1975). The fact that beginning teachers see these areas as their chief difficulties gives credence to the claim that the stages are hierarchical and that many teachers are never able to aspire to the third because they become bogged down in the first two.

The problems of beginning teachers are often rather mundane. When surveyed, beginning teachers nearly always list discipline as their first problem. Though teachers in inner-city situations see discipline as a more intense problem, all beginning teachers,regardless of setting and situation, view it as a major concern. Assuming that the beginning teacher would fall into the first level of the stages of teacher development, it would be expected

that discipline/management would emerge as the number one problem. Under the present structure of teacher induction, it appears that beginning teachers solve the problem of discipline as well as any other problems that face them essentially on their own.

Also noteworthy in the documentation on problems faced by beginning teachers is the difference of perspective between beginning teachers and experienced teachers looking back on their beginning years. The beginning teachers have more difficulty articulating their needs because they are so immediately and personally involved in them. It could be inferred that they may not be able to "see the forest for the trees" and that the admission of problems might be viewed as failure. Experienced teachers speaking about their initial difficulties clearly identify their early concerns as maintaining discipline, implementing federal and state mandates, and gaining acceptance in the informal structure of the school. The latter of these is the most difficult to address because it is virtually impossible to define competencies needed to accomplish this acceptance. However, the degree to which a beginning teacher is accepted as a member of the informal social structure of the school can have a significant impact on the development of a teaching style and the solution of problems. Thus it is imperative that schools recognize it as a dimension of teacher induction and plan ways to facilitate it.

In reviewing the problems of teachers, McDonald (1980) identified the five major components on which a problem can be analyzed. They are: (1) time of the problem; (2) the initiating stimulus; (3) the locus of control; (4) the focus of the problem (management, instruction, curriculum); and (5) the major consequences of the problem (on instruction, effectiveness, growth in teaching competencies, and sense of self-worth and self-esteem).

McDonald (1980) then developed a matrix of teachers' problems based on two major dimensions. First, problems can be classified according to their source. The source factor has two components - either the problem arises within the teacher or from some outside source. The second dimension is the locus of control of the problem. The problem is classified as "endogenous" if it arises because of the teacher's behavior, attitudes, orientation, or perspective. Conversely, the problem is "exogenous" if it arises from a situation which is created by someone else and which creates a problem for the teacher. He then enumerates some of the specific problems that fit into each classification. Those problems are illustrated in the following chart:

(Cell 1) Endogenous and Under Teacher's Direct Control	(Cell 2) Endogenous and Not Under Teacher's Direct Control
1. Preparation of a lesson's content 2. Preparation of instructional material 3. Preparation of an instructional plan 4. Establishing routines 5. Establishing rules 6. Managing instruction 7. Conducting instruction 8. Evaluating instruction . . .	1. Unconscious anxiety or fear 2. Subconscious effects of attitudes and values 3. Reactions to life-threatening situations or attacks . . .
(Cell 3) Exogenous and Under Teacher's Direct Control	**(Cell 4) Exogenous and Not Under Teacher's Direct Control**
1. Organization of required curriculum for class being taught 2. Requests for materials of instruction 3. Requests for assistance or direction 4. Scheduling meetings with parents 5. Fitting instruction to a variable school schedule . . .	1. Visits by supervisory staff 2. Visits by angry parents 3. Outbursts by emotionally disturbed children 4. Physical attacks by students 5. Fire drills 6. Announcements over PA systems 7. General curriculum of school 8. Pupils assigned to classes 9. Classes, subjects or grades to be taught . . .

(Adapted from Study of Induction Programs for Beginning Teachers, Volume I, pp. 150 & 151)

The Virginia Department of Education has identified seven competency areas for beginning teachers that must be demonstrated in order to attain certification. They are:

1. Organization - competence in preparing and presenting an instructional plan;
2. Evaluation of student performance - competence in the selection, development, and utilization of tests and test scores;
3. Recognition of individual differences - competence in the recognition of student exceptionalities, including the gifted and talented students and those with handicapping conditions;
4. Cultural awareness - competence in the recognition of cultural influences on individual students, on the school as a whole, and on school/community relations;
5. Understanding of the nature of youth - competence in understanding the various patterns of human growth and development as they relate to student learning and achievement;
6. Management - competence in classroom management and discipline;
7. Educational policies and procedures - competence in understanding and implementing appropriate federal, state, and local policies affecting education

All of these competencies appear in the literature as areas of concern for beginning teachers. Some of them, however, are viewed as less intense. Beginning teachers generally do not feel that items such as organization, recognition of individual differences, and understanding of the nature of youth are serious problems that they face. They perceive management to be their chief difficulty. In retrospect, experienced teachers cite two items from the Virginia Department of Education list as problems. They are management and implementation of educational policies and procedures. However, the third problem stated by experienced teachers, that of gaining acceptance in the informal structure of the school, is not identified by the Virginia Department of Education. While its omission is understandable in that acceptance is not truly a competency, it must be viewed as a facilitating variable for the other competencies included on the list. Therefore, it is emphasized again that any program that is designed to verify and/or develop competencies of beginning teachers and to assist beginning teachers in overcoming generic problems must be structured to promote the social acceptance that teachers view as important to their success.

Inherent in the narratives on the problems of beginning teachers and in the lists and classifications provided by various authors is the need to address the socialization process that occurs as the teacher enters a new job. This problem area is not necessarily unique to beginning teachers because it may also be a concern for an experienced teacher who moves to a new teaching location. However, it is probably more acute for beginning teachers. The teacher is faced with adjustments that must be made in learning about and living in the school community. Many times the teacher is also searching for a mate, or is newly married, so there are personal demands that mmust be attended. The socialization process relative to the school community as well as the adjustments in the teacher's social life outside of school (moving to a new area, the change from college life to an urban, suburban, or rural lifestyle, etc.) cannot help but have an impact on the beginning teacher.

Sources and Timing of Assistance to Beginning Teachers

Relatively little has been done to evaluate the types of assistance provided to beginning teachers. There is some documentation on the ways assistance has been provided, though this would fall short of a conclusive list of services. Most of the information is reported less formally through narrative and testimonial literature.

McDonald (1980) stresses that mastering the transitional period from undergraduate school through the first year of teaching should be a major goal of teacher education. Yet no agency currently accepts full responsibility for this task. His volume on induction of beginning teachers does review twenty-four programs, but there is no consistency as to who administers them. Also, McDonald's work includes models sponsored by a university, school districts, state agencies, consortia, or the federal government, some of which require extension of preservice training through internships and others that culminate in the completion of an advanced degree.

The Commonwealth of Virginia is currently in the early stages of planning its statewide induction program for beginning teachers that will be part of its certification system. Several other states have implemented programs having one or more components similar to the proposed Virginia plan. The State of Georgia has one of the most extensive, state-funded programs that operates out of regional centers and has very specific competency requirements. South Carolina, Florida, Pennsylvania, and New York City also have induction programs that merit investigation. The chief drawback at this point is the lack of explicit, empirical information related to these programs.

From this literature review, it becomes apparent that assistance has been provided from a number of sources - experienced teachers, administrators, supervisors, teacher centers, inservice programs, colleges and universities. The appropriateness of the source may vary with the problem area and other pertinent factors. In Ryan (1980), the teachers whose accounts were presented listed the principal, other teachers, and instructional coordinators as those people that they perceived as being the most helpful. Bearing in mind, however, that the teachers of whom Ryan wrote did not participate in any structured induction program, they may not have been able to evaluate objectively all potential sources of assistance.

McDonald (1980) lists teacher tutors, assessors, curriculum supervisors, and master teachers as those who were viewed by beginning teachers as the most helpful. In addition, a senior teacher assigned to assist the beginning teacher by providing essential information about school rules, procedures, physical layout, transportation, parking arrangements, personnel, and community is seen as a very beneficial aid in initiating the career of a beginning teacher. Without this type of inforamtion, the new teacher must spend a lot of time collecting this data on his/her own. The transitional process is then in danger of being slowed. If some mistakes occur along the way due to misinformation or improper judgment on the part of the beginning teacher, a reluctance to take risks and/or to develop new coping strategies is likely to surface.

McDonald (1980) also enumerated activities that have proved helpful to beginning teachers. Among those mentioned are: visits to other schools, released time, teacher-tutor training and discussion, observation of a colleague, work on a course syllabus, induction programs for implementation of a prescribed curriculum, and teacher centers. Several of these activities have been an integral and productive part of the British induction program. Again, the evaluative data is more a consensus from those involved in the program that it was effective rather than evidence that teachers became more effective or that problems of beginning teachers were eliminated.

Often the type of program that is suggested will vary depending on the perspective of the individual or the group making the recommendation. Teacher trainers tend to select programs provided by institutions of higher learning as the most appropriate to assist beginning teachers. They feel that the needs of the beginning teacher will best be met by continuing their education through graduate course work and other college-sponsored experiences. However, in the eyes of both beginning and experienced teachers, this is generally seen as the least preferred approach. Essentially teachers view training provided by institutions of higher learning as unrealistic, theoretical, and too remote from daily practice. Even when the training is specifically designed to address the problems of beginning teachers, it is not effective. By the time the teacher actually faces the problem, part or all of the information studied in this manner has been forgotten or the teacher is unable to transfer it properly to the situation. Another danger of training provided by higher education sources is related to timing with respect to the teacher's length of service. When such training is initiated with beginning teachers who are not ready for it, the training may be rejected, not just for the present but forever. Many times that rejection will extend to any other future interventions of a similar nature. The teacher develops a mindset that this type of training is of little or no value and never chooses to partake of similar experiences again.

Other assistance plans have used videotaping in a variety of ways to assist teachers in their development. One technique has been to have the teacher tape and then view himself/herself. This practice is of little value unless it is accompanied by some instruction that identifies the specific skills for which the viewer should be watching.

Another approach is microteaching which combines the use of videotapes and instruction. The videotapes are used to model certain skills that are desirable and important aspects of these skills are covered through instruction. Though microteaching is helpful, it does not guarantee that the teacher will try or develop an effective teaching style.

Reinforcement has proved to be another useful technique for providing assistance to teachers. In order to effect change, however, the reinforcement needs to come from another person. It also must include corrective feedback and instruction designed to help the teacher extend existing skills.

Of all the instructional strategies for providing the necessary learning for teachers, McDonald (1980) cites observational learning as the quickest. Usually it is relatively easy to schedule observational opportunities for a teacher, using either videotapes or real-life situations. However, observational learning must be carefully controlled to maximize its effectiveness. The model or demonstration teaching experience must include training on the cognitive aspects of the performance and cueing in on the specific skills for which the observer should look. Without sufficient instruction there is

the possibility that the observer may not be able to identify the intended techniques. Even more dangerous is the chance that the teacher might focus attention on improper actions and erroneously attempt to emulate them. It is of critical importance that the teacher being observed is a model of the specific teaching skills which are being taught or reinforced and that the observer has been amply prepared to identify all aspects of these skills. Thus observational learning requires support prior to the observation in order to have the desired impact. Follow-up techniques are also needed after the observation if there is to be any assurance that the observer will try to implement the skills that were taught. A system for providing feedback on the teacher's use of the techniques that have been taught should also be established to ensure the maintenance and enhancement of teaching skills continuously as a part of professional growth.

There are several cautions that should be considered in planning assistance for beginning teachers regardless of the source and the methodology being used. First, timing is of critical importance because the teacher must see the assistance as useful and relevant. Otherwise there is a likelihood that valuable information will be forgotten or discounted as useless. Second, the degree of dependency of a skill on cognitive processes to develop an application affects the type of training that must be provided. Obviously the skills that require greater cognitive activity for application also require more training interventions. Third, practice based on trial and error is neither efficient nor effective. It is in fact potentially harmful because there is a high risk of misinterpretation or misuse that can result.

Recognizing that there is a definite lack of data-supported conclusions about appropriate sources for assistance to beginning teachers, there are some generalizations that emerge from the research based on beginning teachers' perceptions of what they find helpful. Dillon-Peterson (1982) concludes that beginning teachers need to be treated as respected colleagues. It is important that other teachers recognize that beginning teachers are knowledgeable and can make valuable contributions to education. Though they may be novices in the classroom, they bring with them a freshness and enthusiasm from their recent training that can help to instill and renew interest in others.

McDonald (1980) stresses two factors that he found to be consistently important to teachers receiving training and/or assistance.

(1) When beginning teachers meet a problem, they need concrete and practical help immediately. Providing inservice training that is designed to address the problems most beginning teachers face may have some merit, but not all beginning teachers have sufficiently developed coping skills that will allow them to transfer learned information to the problem situations where appropriate. In some cases, the beginning teacher may not have learned the information to begin with because they were unable to own, or to see the relevance of, the potential problem.

(2) When beginning teachers do receive assistance, they perceive it as more beneficial when the source is not directly connected with the evaluation system of the school. Understandably, there is a greater tendency for the beginning teacher to react negatively if he/she feels the admittance of a problem might lead to a poor evaluation.

Kurtz (1983) sees the principal as one source of assistance to beginning teachers. He identified six causes of failure for beginning teachers and describes ways the principal can minimize them. The following chart summarizes his suggestions:

1. Subject Assignment	1. In planning the master schedule, do not allow beginning teachers to have the least desirable teaching assignments.
2. Physical Facilities	2. Be sure that the beginning teacher has the necessary items to furnish his/her room. Provide assistance, both financial and informational.
3. Location of Classroom	3. Do not isolate beginning teachers. Assign a master teacher who can provide assistance and who is located close to the beginning teacher. Locating beginning teachers close to the central office is often helpful.
4. Extra Class Assignments	4. Beginning teachers need sufficient time to concentrate on their own effectiveness. Extra assignments should be made cautiously so as not to jeopardize the career of the beginning teacher.
5. Lack of Understanding of the District Expectations	5. Schedule beginning teacher orientation in addition to that for all teachers. Plan inservice on a continuous basis on topics directed to beginning teachers. Continuously evaluate the inservice and update it. Assign a master teacher to help the beginning teacher adjust to the new role.
6. Inadequate Supervision	6. Have frequent and regular (at least weekly) contacts with beginning teachers in order to foster communication and to diagnose and remediate problems quickly.

CONCLUSIONS

Throughout the literature, there are indications of the risk that is being taken when adequate assistance is not provided to beginning teachers. From the comments made by teachers about their first year experience, it is apparent that most beginning teachers want assistance though they often do not know where to find it. The first year, even the first day, of teaching is critical. The coping skills developed initially tend to be used again and again. After the trauma of the transitional period, many teachers are unwilling to risk attempts at new teaching methods, and their teaching remains the same year after year.

The perceptions of beginning teachers substantiate the need for a support system that relies on many sources. Since timing of assistance must be immediate for any perceived problem, the source of assistance needs to be readily accessible. Persons such as a principal or a master teacher, and, in some cases, an instructional supervisor would meet the criterion of being available to the teacher at short notice. This might be viewed as the "trouble-shooting" component of beginning teacher assistance. However, there are many other aspects to an assistance program which would allow for greater flexibility in planning both appropriate methods and sources.

Though many programs have tried to identify competencies of teachers and to concentrate of the development of these, it is imperative that the socialization element of the transitional period be recognized. It may be necessary to build into the structure of an induction program a suitable component to deal with this. Movement from one stage to another of teacher development requires that the social needs also be satisfied. Instructional skills development may be retarded if the beginning teacher becomes too apprehensive about socialization inadequacies.

In conclusion, the primary limitation of the literature related to beginning teacher assistance is the scarcity of research in this area. There is vast opportunity and need for more study of beginning teachers, their problems, and the effectiveness of specific programs in assisting beginning teachers. It is recommended that any program developed for this purpose attempt to design an evaluation component that provides definitive results on the outcomes of the program.

A Survey of the Perceptions of Beginning Teachers

Background

In conjunction with the review of literature related to assistance for beginning teachers, this study sought also to gain information from beginning teachers regarding their perceptions of problems they face and the best way to overcome them. It was decided that a survey would be conducted to accomplish this goal. Therefore, it was necessary first to locate or develop an appropriate instrument for acquiring this information. Several instruments surfaced in documents that were read as a part of the literature review. Of those, the instrument entitled "Survey of Views About Beginning Teacher Induction Programs" was the most promising. This survey instrument was developed by Pat Elias et. al. (1980) as a data collecting device for the Study of Induction Programs for Beginning Teachers. The format of the survey and the items included seemed extremely suitable for the type of information needed for this study.

Pat Elias granted permission for her instrument to be amended and used in an adapted form for this survey. Once her approval was given, a committee reviewed the instrument and made adjustments. The number of items was reduced from 58 to 43 by eliminating some questions that did not seem necessary for this study. The first column, originally headed "How serious?", was changed to "What priority?". The options - critical, significant, and unimportant - were retained.

The second column, "Best place to learn to solve?", had four possible responses on Elias' instrument. They were (a) Pre-Induction, (b) Student Teaching, (c) Induction (Intern on Beginning Teacher), and (d) In-Service. The choices in this column were changed to reflect more precisely the purposes of this study. In particular, the use of an internship for providing training was not under consideration by the Virginia Department of Education. The committee making the adjustments determined that there were primarily three alternatives for places to solve each problem. These are (a) Student teaching, (b) Beginning Teacher Assistance Program, and (c) Inservice.

To gain further input on the solution of problems, a third column entitled "Best way to learn to solve the problem?" was added. It was decided that, though a best place might be identified for each problem, there are many ways available regardless of the place. Thus, this survey endeavored further to delineate appropriate methodology for the solution of each problem. The choices listed were (I) Workshops, (II) Classroom Observations and Critiques, (III) Videotaping and and (IV) Buddy System with Experienced Teacher. Each of the options had been validated as a potential methodology in the literature review.

The survey was further reviewed to ascertain that it did, in fact, cover all seven competency areas identified by the Virginia Department of Education. Though items were rarely mutually exclusive of competency areas, items were labeled according to the area that they addressed primarily. Thus each survey item was deemed to fall under a single competency area for statistical purposes. Each competency area was associated with a minimum of three to a maximum of eleven items based on this assignment.

The original intention of this study was to survey a representative group of beginning teachers throughout the State. However, time constraints made it necessary to narrow the target population to beginning teachers in the geographic area near Roanoke. Roanoke County is currently implementing a rather

large reduction in force due to the withdrawal of the City of Salem from its previously joint school system. Therefore, it was decided that Roanoke County beginning teachers would not be included in the survey because their responses might be significantly biased by their employment status. The groups targeted for the survey were beginning teachers in Roanoke City and in Franklin County. Roanoke City is a progressive, largely inner-city school system that employs approximately 860 teachers. In contrast, Franklin County is a rural school system employing approximately 390 teachers. It was felt that the beginning teachers from those two systems would provide enough diversity of teaching environments to produce the data needed for this study.

Surveys were distributed through the mail to beginning teachers in Roanoke City. Of the 33 surveys mailed, 16 were returned. Roanoke City responses came from ten first year teachers, five second year teachers, and one teacher with more than two years of experience. Franklin County surveys were distributed by Mrs. Florella Johnson, Director of Instruction, Federal Programs, and Chapter I. Of the 50 surveys that Mrs. Johnson distributed to teachers who had been hired over the past two years in the Franklin County school system, 43 surveys were returned. The breakdown of the number of years of teaching experience for the Franklin County group is as follows:

First Year Teachers - 12
Second Year Teachers - 11
More than Two Years - 20

Thus, of the total 83 surveys that were distributed, 59 recipients returned their responses, yielding a 71% return rate for the target population.

Survey Results

The first section of the survey asked respondents to rate a list of general purposes for creating beginning teacher induction programs as primary, secondary or irrelevant. The following table shows the results of this section.

Purposes of Beginning Teacher Induction Programs	Number of Responses		
	Primary	Secondary	Irrelevant
1. To provide supervised teaching experience.	26	28	5
2. To help beginning teachers solve their problems associated with the classroom.	54	5	0
3. To provide beginning teachers with systematic opportunities to work with colleagues on curriculum and instruction.	29	28	2
4. To provide beginning teachers with opportunities to collect, create and use suitable instructional materials.	40	18	1
5. To provide special skill training not otherwise available.	28	26	5
6. To encourage rapid professional growth.	14	32	12
7. To provide the opportunity to learn the technical skills of teaching.	32	21	6
8. To expand teachers' knowledge of subject(s) they teach	32	22	5
9. To expand teachers' interpersonal skills.	21	34	4
10. To provide teachers with sympathetic and personal support.	33	21	5

The item overwhelmingly selected as a primary purpose of any beginning teacher induction program is that of helping beginning teachers solve their problems associated with the classroom. It is important also to note that this purpose was not marked as irrelevant by any of the respondents. The strong emphasis placed on this item by beginning teachers is consistent with the findings of the literature review. Beginning teachers repeatedly in the research and in the narratives single out classroom management concerns as their major preoccupations during their initial teaching experience.

Several other purposes were ranked as primary by a large number of the respondents. The second most frequently selected purpose was that of providing beginning teachers with opportunities to collect, create and use suitable instructional materials. It did not, however, receive as much support as did the item "to help beginning teachers solve their problems associated with the classroom."

Other purposes that received more selections in the primary category than in the remaining two categories were "to provide teachers with sympathetic and personal support" (33), "to provide the opportunity to learn the technical skills of teaching" (32), and "to expand teachers' knowledge of subject(s) they teach" (32).

Several items were ranked almost equally by respondents as primary and secondary. They were "to provide beginning teachers with systematic opportunities to work with colleagues on curriculum and instruction", "to provide special skill training not otherwise available", and "to provide supervised teaching experience."

Two items were viewed by the majority of respondents as secondary purposes of beginning teacher induction programs. Those were "to expand teachers' interpersonal skills" and "to encourage rapid professional growth."

The pattern of the results matches well with the literature review. Items selected overwhelmingly as primary purposes fit with the description of the first stage of teaching. Recalling that teachers in this stage are concerned with survival, it would be expected that solving classroom problems and having opportunities to collect, create and use suitable instructional materials would be their chief concerns.

The purposes selected as primary less frequently and those selected equally as primary and secondary reflect concerns associated with the second level of teaching. They express an orientation more towards the act of teaching they still center on the actions of the teacher rather than the actions/reactions of the students.

The expansion of teachers' interpersonal skills and the encouragement of rapid professional growth are purposes that fit more closely with the third stage of teaching. They are purposes that reflect the arrival of the teacher at a point of concern for student satisfaction and at a level of self-confidence and self-satisfaction in his/her teaching ability that permits the teacher to see beyond the immediate needs of the classroom situation. Since beginning teachers must start at the first stage and progress through the hierarchy of teaching stages, it is not surprising that few of them place strong emphasis on those purposes that more nearly reflect attainment of the third stage. Also, if beginning teachers associate the encouragement of rapid professional growth with pursuit of training through institutions of higher learning, as is so often the perception, the lack of enthusiasm for this purpose is understandable. In the literature review beginning teachers generally perceived training by higher education as too theoretical and unrelated to their concerns.

The second portion of the survey dealt more specifically with the problems of beginning teachers and the methodology for solving them. The problems were listed under the following four general headings: (a) Learning to Instruct,

(b) Learning about the Pupil Population, (c) Learning about the School as an Instructional System, and (d) Learning about the School as a Social System. The survey instrument with the exact number of responses per item in each category is given in the appendix of this document. However, there are certain tendencies under each of the four headings as well as items which stand out as representative of the perceptions of beginning teachers that will be discussed here. For practical purposes, each item will be classified according to the option under each category for which it received the greatest number of responses.

All problems listed under the heading of "Learning to Instruct" were rated as "critical" or "significant". The problem of setting and maintaining standards for the classroom was selected by 50 respondents as critical, making it the problem marked most frequently as "critical" on the entire survey. Again this result is consistent with the literature which states that classroom management is the greatest concern for beginning teachers. Other problems that received a large number of responses in the critical column were developing students' motivation for instruction, developing daily lesson plans, using appropriate teaching strategies, and managing children who are temporarily without self-control. There is a certain quality of survival, or first stage, teaching relative to each of these problems. Items such as preparing long range plans, knowing when and how to vary from the lesson plan during instruction , and locating and using suitable resources were rated as significant rather than critical. This indicates that, though beginning teachers do recognize the merit of these problems, they are secondary to the more critical problems that are part of the basic survival of the teacher.

The majority of the problems under the "Learning to Instruct" heading had "Beginning Teacher Assistance Program" as the choice for the best place to solve. This heading also received the most responses for "Student Teaching" as the best place to solve. The issue of developing daily lesson plans came out very strongly as being addressed most appropriately in student teaching. Several other problems were viewed as potentially dealt with through student teaching. However, Beginning Teacher Assistance Program was predominantly selected for problems related to learning to instruct.

The best way to learn to solve problems of learning to instruct varied with the specific problem. "Workshops" were selected as the best means for learning to prepare long range plans, develop students' motivation for instruction, use appropriate teaching strategies, organize groups for instruction, and manage children who are temporarily without self-control. "Classroom Observations and Critiques" were judged best for problems such as giving students useful and appropriate feedback, creating an effective learning climate through manipulating the physical environment, knowing when and how to vary from the lesson plan during instruction evaluating instruction, and modifying instruction based on evaluation. For the problems of setting realistic objectives, developing daily lesson plans, locating and using suitable resources, and setting and maintaining standards for classroom behavior, respondents indicated that a "Buddy System with an Experienced Teacher" works best. Very few respondents marked Videotaping and Critiques" as the best way to solve any of the problems, a trend that continued throughout the survey.

The multiplicity of ways chosen under the best way to learn to solve the problems of beginning teachers lends credence to the claim that no one way is sufficient to deal with these problems. Instead it requires many varied and

continuous efforts intricately designed to support one another and ultimately leading to the achievement of the third stage of teaching, the interest in assuring student satisfaction with the learning experience.

"Learning about the Pupil Population", the second heading under which problems were grouped, was rated overall as significant. Only three problems related to pupil population were ranked as critical. They were determining the range of intellectual abilities in the classroom, identifying different achievement levels in the classroom, and establishing effective rewards and punishments for individual children. As before, these problems are certainly important but their rating as critical by beginning teachers supports the characterization that beginning teachers commence their teaching experience with a high level of concern for basic survival and eventually move towards consideration of the act of teaching itself once survival level needs have been satisfied. Those problems rated only as significant are more reflective of second and third stage teaching.

"Beginning Teacher Assistance Program"was designated as the best place to solve all of the problems associated with learning about the pupil population except one. That item, evaluating and interpreting records, received the most responses in the "Student Teaching" column. Again the method for learning to solve varied, with"Classroom Observations" being the predominant choice. Workshops were also cited as appropriate for several problems, particularly those involving records and record-keeping. One concern arose relative to the options under "best way to solve." Judging from the responses, it may have been that those completing the survey were interpreting "Classroom Observations and Critiques to mean that the teacher would be observing students. The intent of this choice on the survey was to imply a situation where the teacher was being observed and then critiqued in a post-observational conference. This possible confusion will be discussed later in the section on survey weaknesses and recommendations.

Problems under the heading of "Learning about the School as an Instructional System" were split with four rated as critical and five as significant. All problems were viewed as functions of a Beginning Teacher Assistance Program. "Workshops"were the choice as a way to learn to solve for seven of the nine problems enumerated under this heading. The remaining two, finding usable sources from peers or other school personnel on advice regarding curriculum, and finding resources in the neighboring community who can supplement the instructional program, were seen as best handled by a"buddy system with an experienced teacher."

The problems of learning about the school as an instructional system generally fall into the second and third stages of teaching. Of note, however, is one problem which is representative more of the first stage. This item, distinguishing between approved and disapproved methods of classroom management and discipline, was one of four marked most frequently as"critical."

The final heading, "Learning aboutthe School as a Social System", yielded results very similar to those found in the literature. Beginning teachers found problems in this area to be significant with one problem, determining informal rules for teacher conduct away from school, as unimportant. As noted in the literature review, beginning teachers are not able to articulate their need for acceptance in the informal structure of the school. They are so overcome

with the immediate problems of the classroom that they do not recognize their needs in the area of socialization. Yet experienced teachers, in retrospect, cite this as very critical to success. The fact that beginning teachers responding to this survey did not place a high priority on learning about the school as a social system reaffirms the necessity for looking beyond merely those problems admitted by beginning teachers to those identified by experienced teachers looking back of their induction period, and for assisting beginning teachers in the socialization aspect of their career start.

For those problems under "Learning about the School as a Social System", the largest number of respondents selected "Beginning Teacher Assistance Program" as the best place to learn to solve on every single problem. This was seen as an overwhelming endorsement of beginning teacher assistance programs for help in solving problems related to knowing about he social system of the school. The best way to solve varied, however. "Workshops" were preferred for items such as learning official roles and responsibilities of selected personnel and learning decision-making procedures. "Buddy system with experienced teacher" was favored for most other problems under this heading, particularly those that dealt primarily with the informal social structure of the school and community.

Survey Weaknesses and Recommendations

During the compilation of results, several concerns arose with the survey instrument itself. As mentioned previously, respondents seemed unclear on the meaning of "classroom observations and critiques" as a way to learn to solve problems. The selection of this option for certain problems indicated that the respondents might have interpreted this to mean observations conducted by the beginning teacher on his/her class rather than observations of the beginning teacher by an outside source (principal, supervisor, master teacher, etc.), as was intended by the survey. Likewise, the option of videotaping and critiques is open to the same misinterpretation. More explicit information on the options, perhaps a separate glossary of terminology, might be included with the survey to provide respondents with the necessary explanation of the choices.

Some additional consideration might be given to the priority categorization for the problems. "Unimportant" was rarely selected in comparison to the other two choices, "critical" and "significant. Since, by virtue of their inclusion on the survey, most problems listed were seen as important by those reviewing and adapting the survey, the choice "unimportant" may have been inappropriate. One alternative that merits study would be the removal of "unimportant" as a choice and the use of another term lesser than significant but greater than "unimportant" in its place. Another possible restructuring would be the addition of another option between "signficant" and "unimportant", allowing for four rankings rather than three.

Under the "Best place to learn to solve?" column on the survey, some consideration might be given to adding a "higher education category. Higher education is sometimes associated with the three choices for that question but it might be valuable to consider it as a separate option. Judging from the literature review, it is not likely that "higher education" would be selected with any great frequency. However, it might be interesting to note the reactions to "higher education" as a distinct choice of a place to learn to solve the problems of beginning teachers.

In the analysis of the survey results, there are several additional analyses that might prove worthy of investigation. As noted previously, each problem on the survey was assigned to a single competency from the list of seven basic competencies identified by the Virginia Department of Education. Since the problems were not mutually exclusive of the competencies, an assignment of problems to all competency areas for which they were applicable might be beneficial in supplying a truer picture. This would allow a more in-depth study of the seven competency areas relative to the perceived needs of beginning teachers.

The problems on the survey might also be categorized according to the three developmental stages of teaching. This would permit further reflection on the transition from one level to another. It might also assist in identifying the sequencing of assistance that facilitates the beginning teacher's movement from survival stage to the higher stages.

For more conclusive results, the sample for the survey needs to be greatly extended. A larger target population which reaches beyond beginning teachers would be extremely helpful. Perceptions of first year, second year, and experienced teachers might be compared. The inclusion of other participants such as parents, administrators, and school board members in the survey is advised. It would be interesting to compare and contrast the perceptions of the various groups, all of which have an affiliation with and interest in the teaching profession.

Conclusions

Based on the survey results, beginning teachers place problems associated with learning to instruct and with learning about the school as an instructional system at a higher priority than other problems they face. This is consistent with the findings in the literature based on the perceptions of beginning teachers. It does not, however, negate the other areas which are rated primarily as "significant" and tend to be cited more frequently as problems by experienced teachers in retrospect.

The majority of problems faced by beginning teachers were rated as best solved through a beginning teacher assistance program. Present systems such as student teaching and attendance at the regular programs teachers do not seem sufficient for solving the problems. By virtue of the responses, it appears that beginning teachers would be willing, perhaps even pleased, to participate in a structured assistance program.

The methodology used to provide assistance must vary with the problem. Workshops are viewed as appropriate for some areas, particularly when clearly delineated, factual information is being imported.

"Classroom observations and critiques" were favored for certain problems, though there was some doubt as to the respondents' interpretation of that option. Buddy system with an experienced teacher "also was widely chosen as an appropriate method of assistance. It was especially applicable in situations where the teacher needed less formal information. "Video-taping and critiques," however, was not a popular choice at all. There may be reason to suspect that video-taping is more threatening than the other alternatives and, therefore, least preferred.

The results of the survey do indicate that a single approach to all problems is not appropriate. Recognizing the vast differences in the problems of beginning teachers, it is equally important to allow corresponding variety in the assistance provided for dealing with the problems. A well-structured, diverse beginning teacher assistance program is certainly one promising vehicle by which teachers may receive the assistance necessary for their induction into teaching and for their transition through the hieracrchy of teaching stages.

Summary and Recommendations

The review of literature and the survey results complement each other very well. The perceptions of the respondents to the survey reaffirmed the expressed difficulties of beginning teachers as related in the literature. Their problems are most intense in the area of management/discipline. Beginning teachers also express concern over the management of instruction, including implementation of policies, programs, and procedures. Upon reflection on their induction, experienced teachers add the problem of gaining acceptance in the informal structure of the school to the list of difficulties

Survey results indicated that beginning teachers feel their most critical problem fall under the categories of "Learning to Instruct" and "Learning about the School as an Instructional System." Under these two categories, they tend to rank highest the problems associated with classroom management, both from the disciplinary and the instructional viewpoints. They also see as the primary purpose of a beginning teacher induction program the provision of help to beginning teachers in solving their problems associated with the classroom.

The problems of beginning teachers generally fit well with the three stages of teacher development. Critical areas cited by beginning teachers usually deal with survival concerns which are those of the first, or survival, stage. They are the practical issues associated with the functions of the teacher and his/her ability to make it through the teaching experience on an hourly or daily basis. The first stage is a very minimal level and must be mastered before moving into the next level. Sadly, it is the level at which many promising teachers become disenchanted and change their careers. Even more disturbing, it is the stage where some teachers may remain throughout their careers unless some major change forces them to move to a higher level.

The second and third stages of teacher development are the stage of teacher situation concern and the stage of student satisfaction concern, respectively. Ideally a beginning teacher assistance program would facilitate a teacher's movement up through these levels. Therefore, it would be necessary to address problems associated with all three stages,but with greatest concentration aimed at the level on which the teacher is currently performing.

The diversity of problems and corresponding responses in the "best way to learn to solve" category point out the need to provide a variety of methods for dealing with the problems. A single problem must be viewed in terms of the cognitive difficulty of the information that must be imparted to beginning teachers. For some problems, the cognitive level will demand a larger number of related interventions. These interventions may need to vary greatly in nature. Observational learning as a methodology received significant support in both the survey and the literature. Assistance from an experienced or master teacher and workshops are also supported by the survey and the literature.

Timing is one of the most crucial considerations in planning assistance to beginning teachers. Survey respondents indicated that a beginning teacher assistance program was the suitable place to solve the problems of beginning teachers. Student teaching historically and in the survey does not seem adequate for dealing with beginning teachers' problems. Though it is a simulation of the actual teaching experience, it is too far removed from the reality

of handling the job of teaching on one's own. This is not meant to belittle student teaching which is truly a very worthwhile program. Student teaching, however, is only a first step. Assistance should not abruptly end with its completion, yet no agency currently accepts responsibility for any follow-up assistance after student teaching to ensure a successful career.

Even within a structured beginning teacher assistance program, timing is critical. Unless the beginning teacher sees a relevancy or personal need for the information that is being supplied, (s)he may remember none or only part of it. When and if the information ever becomes interesting to or needed by the teacher, there is no assurance that (s)he will be able to transfer it to the teaching situation. Thus a support system that assists teachers in gaining or recalling information and correctly applying it needs to be established.

Overall the concept of a beginning teacher assistance program shows great potential for developing competent, energetic teachers. However, the implementation of such a program is not an easy task, especially if the multiplicity of methods and personnel involvement indicated as necessary in the literature and the survey that should be considered in the development of a beginning teacher assistance program are included here as a conclusion to this study.

RECOMMENDATIONS AND CONSIDERATIONS

1. Not only does there need to be an assurance of quality for those who are beginning a career in teaching, but there is also a need for recruitment of qualified individuals entering training for the teaching profession.

2. A beginning teacher assistance program should address those problems that beginning teacher feel are most critical for them. It should also have a component that facilitates the socialization process of the beginning teacher.

3. A beginning teacher assistance program should provide multi-sourced and multimodal assistance.

4. Higher education is generally viewed by teachers as unrealistic, theoretical, and too remote from daily practice. Though it might possibly be appropriately included as one facet of a methodology for addressing a particular problem, it is the least preferred way to provide assistance to beginning teachers.

5. Observational learning is the single quickest way to provide the necessary learning for beginning teachers. However, the beginning teacher must be instructed on key principles prior to the observation, and some follow-up on implementation must occur after the learning.

6. Assistance to teachers on specific problems is most valuable when it is concrete, practical, and immediate.

7. The building principal should make special considerations in the assignment of a beginning teacher in order to facilitate a successful induction.

8. A beginning teacher assistance program should include an evaluation component to assess the success of the program and to provide information for needed adjustments.

APPENDIX: SURVEY INSTRUMENT AND RESULTS

A SURVEY OF PERCEPTIONS

OF FIRST AND

SECOND YEAR TEACHERS

BEGINNING TEACHER ASSISTANCE PROGRAM

A Study Sponsored by
Commonwealth of Virginia Department of Education

NAME: _____

NUMBER OF YEARS TEACHING: First year 22 Second year 16 Third year 4 More than 3 years 17

AMOUNT OF TIME IN PRESENT SCHOOL: One year 39 Two years 20

UNDERGRADUATE DEGREE FROM STATE OF: 38 VIRGINIA 21 OTHER

DOES YOUR DISTRICT HAVE AN ORGANIZED PROGRAM TO ASSIST FIRST AND SECOND YEAR TEACHERS? YES 6 NO 46

PLEASE DESCRIBE YOUR TEACHING SITUATION (i.e. GRADE LEVEL, SELF-CONTAINED, DEPARTMENTALIZED, ETC.):

Special Education Teachers: 15

Elementary Teachers: 15

Secondary Teachers: 19

Others: 10

Total 59

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Minor Changes: Roanoke City Public Schools
(Section for interns deleted. Number of questions reduced from 58 to 43. Best way to solve category added.)

Purposes of Beginning Teacher Induction Programs

A. The following is a list of general purposes for creating beginning teacher induction programs. Please indicate your judgment as to whether each of these purposes are (1) primary purposes, (2) secondary purposes or (3) irrelevant. For example, for number 1, if you think "To provide supervised teaching experience" is a primary purpose of beginning teacher programs, mark 1 in the space provided for your rating. If you think it is a secondary purpose, write a 2; if it is irrelevant, write a 3.

1. To provide supervised teaching experience
2. To help beginning teachers solve their problems associated with the classroom
3. To provide beginning teachers with systematic opportunities to work with colleagues on curriculum and instruction
4. To provide beginning teachers with opportunities to collect, create and use suitable instructional materials
5. To provide special skill training not otherwise available
6. To encourage rapid professional growth
7. To provide the opportunity to learn the technical skills of teaching
8. To expand teachers' knowledge of subject(s) they teach
9. To expand teachers' interpersonal skills
10. To provide teachers with sympathetic and personal support

Other: (please specify) _____

_____

_____

_____

Comments: _____

_____

_____

_____

_____

_____

Part II

In this section we ask your perceptions regarding the problems of beginning teachers, and what you consider to be the most effective point in the teachers' development and most effective way to learn to solve each of these problems. By "learning to solve these problems" we mean recognizing the problem, understanding its major features, knowing one or more ways the problem may be solved, attempting to effect solutions, and evaluating the attempted solution. We do not mean that the beginning teacher is necessarily highly proficient in all these respects; rather, that he or she has recognized the problem and is attempting to work on its solution.

We have organized the problems facing beginning teachers into four major categories: a) Learning to instruct, b) Learning about the pupil population, c) Learning about the school as an instructional system and d) Learning about the school as a social system. Although we have tried to list as many potential problems as possible, we invite you to add to the list if you think we have overlooked a significant problem.

Directions

First, we wish you to indicate how serious each potential problem is. In the pages that follow, indicate in the first set of ratings your judgments whether it is a critical problem for beginning teachers, a significant problem or an unimportant problem. Respond to each problem by circling the "1" if you think it is a critical problem, "2" if it is a significant problem, or "3" if it is an unimportant problem.

Next we wish you to indicate at which point in the teachers' development these problems can best be addressed. The second set of ratings are for indicating your choices. The beginning teacher can best learn to solve some problems only by actual classroom teaching. If for example, you think developing daily lesson plans can best be learned by working in a limited capacity, as in student teaching, circle an "A" for "STUDENT TEACHING".

If, however, you think this problem can best be solved by having full responsibility as a beginning teacher, circle the "B" indicating "Beginning Teacher".

The beginning teacher will learn to solve yet other problems only after a period of initial experience. If you think a problem will best be solved after the first two years of teaching, circle "C" for "INSERVICE".

Finally, we wish you to indicate the best way to solve the potential problems. Respond to each problem by circling: "I" if you think workshops are the best way; "II" if you think classroom observations and critiques are the best way; "III" if you think videotaping and a critique are the best way; and, "IV" if you think a buddy system with an experienced teacher is the best way.

For easy reference, the ratings for questions are repeated at the bottom of each page. Please select only one number, one letter, and one Roman numeral for each problem.

A. Learning to Instruct. The beginning teacher needs to solve the problems of:	What priority?	Best place to learn to solve	Best way to learn to solve?
1. Preparing long range plans	1 16 **2 41** 3 3	**A 25** B 22 C 13	**I 21** II 9 III 1 IV 12
2. Setting realistic objectives	**1 57** 2 24 3 0	A 21 **B 80** C 9	I 11 II 18 III 1 **IV 32**
3. Developing daily lesson plans (objectives, strategies, materials, etc.)	**1 44** 2 15 3 2	**A 37** B 19 C 4	I 15 II 16 III 0 **IV 29**
4. Locating and using suitable resources (people, places, materials)	1 18 **2 39** 3 3	A 6 **B 39** C 16	I 20 II 4 III 1 **IV 35**
5. Giving students useful and appropriate feedback	**1 57** 2 22 3 1	**A 34** B 22 C 14	I 12 **II 28** III 10 IV 12
6. Creating an effective learning climate through manipulating the physical environment	1 23 **2 30** 3 7	A 15 **B 31** C 14	I 18 **II 23** III 8 IV 12
7. Developing students' motivation for instruction	**1 47** 2 18 3 0	A 19 **B 29** C 11	**I 23** II 18 III 6 IV 15
8. Using appropriate teaching strategies (methods)	**1 44** 2 15 3 2	**A 25** B 20 C 15	**I 23** II 20 III 5 IV 15
9. Knowing when and how to vary from the lesson plan during "instruction"	1 17 **2 40** 3 3	A 18 **B 23** C 19	I 7 **II 37** III 4 IV 22
10. Organizing groups for instruction	1 20 **2 35** 3 5	A 20 **B 24** C 16	**I 34** II 14 III 2 IV 18
11. Managing children who are temporarily without self-control (in crisis, in conflict with others, overly fatigued, etc.)	**1 43** 2 16 3 0	A 17 **B 28** C 16	**I 23** II 10 III 6 IV 22
12. Setting and maintaining standards for classroom behavior	**1 50** 2 9 3 1	**A 25** B 23 C 12	I 14 II 19 III 5 **IV 23**
13. Evaluating instruction (objectives, strategies, materials, etc.)	1 24 **2 35** 3 1	A 15 **B 29** C 17	I 21 **II 22** III 4 IV 13

RATINGS:

What priority?

1. Critical
2. Significant
3. Unimportant

Best place to learn to solve the problem?

A. Student teaching
B. Beginning Teacher Assistance Program
C. Inservice

Best way to learn to solve the problem?

I. Workshops
II. Classroom observations and critiques
III. Videotaping and critique
IV. Buddy system with experienced teacher

A. (continued)	What priority?	Best place to learn to solve?	Best way to learn to solve?
	1 2 3	A B C	I II III IV
14. Modifying instruction based on evaluation	22 34 2	16 35 10	15 27 5 10
List other important problems in learning to instruct:			
_____	1 2 3	A B C	I II III IV
_____	1 2 3	A B C	I II III IV
_____	1 2 3	A B C	I II III IV
B. Learning about the Pupil Population. The beginning teacher needs to solve the problems of:			
15. Determining the range of intellectual abilities in the classroom	1 2 3 35 23 1	A B C 15 36 7	I II III IV 6 30 1 20
16. Determining the range of social abilities in the classroom	1 2 3 17 33 7	A B C 10 37 11	I II III IV 7 30 2 18
17. Determining the range of psychomotor abilities in the classroom	1 2 3 20 37 2	A B C 15 34 10	I II III IV 10 33 4 11
18. Determining the range of emotional maturity in the classroom	1 2 3 27 31 1	A B C 11 41 8	I II III IV 7 30 3 18
19. Identifying different achievement levels in the classroom	1 2 3 36 23 0	A B C 16 35 7	I II III IV 12 28 0 16
20. Identifying individual student self expectations for achievement or performance	1 2 3 26 31 2	A B C 11 37 13	I II III IV 12 26 6 16
21. Interviewing parents with regard to their expectations for their child's achievement	1 2 3 17 33 8	A B C 9 25 21	I II III IV 26 12 2 17

RATINGS:

What priority?

1. Critical
2. Significant
3. Unimportant

Best place to learn to solve the problem?

A. Student teaching
B. Beginning Teacher Assistance Program
C. Inservice

Best way to learn to solve the problem?

I. Workshops
II. Classroom observation and critiques
III. Videotaping and critic
IV. Buddy system with experienced teacher

B. (continued)	What priority?	Best place to learn to solve?	Best way to learn to solve?
22. Identifying the social roles taken by children in the classroom	1 2 3 12 39 8	A B C 12 26 19	I II III IV 15 28 5 11
23. Evaluating and interpreting records (including test scores)	1 2 3 27 27 4	A B C 27 20 11	I II III IV 42 3 1 12
24. Keeping pupil records for instructional purposes	1 2 3 18 35 4	A B C 21 26 10	I II III IV 41 6 3 10
25. Establishing effective rewards and punishments for individual children	1 2 3 30 24 3	A B C 20 20 17	I II III IV 23 12 1 23
List other problems in learning about pupil populations:			
_____	1 2 3	A B C	I II III IV
_____	1 2 3	A B C	I II III IV
_____	1 2 3	A B C	I II III IV
C. <u>Learning about the School as an Instructional System</u>. The beginning teacher must solve problems of:			
26. Learning official curriculum goals, requirements and restrictions	1 2 3 43 16 0	A B C 9 41 16	I II III IV 38 3 0 19
27. Learning district approved expectations and standards for achievement	1 2 3 32 28 0	A B C 3 43 14	I II III IV 46 2 0 16
28. Learning how teachers are formally evaluated and rewarded	1 2 3 26 29 1	A B C 7 42 9	I II III IV 38 4 2 12
29. Following formal routines, rules, procedures, and policies for meeting classroom needs (e.g. ordering materials, using ditto machine, requesting released time, scheduling field trips, keeping attendance, grading)	1 2 3 35 20 1	A B C 12 41 3	I II III IV 29 0 0 23

RATINGS:

What priority?

1. Critical
2. Significant
3. Unimportant

Best place to learn to solve the problem?

A. Student teaching
B. Beginning Teacher Assistance Program
C. Inservice

Best way to learn to solve the problem?

I. Workshops
II. Classroom observations and critiques
III. Videotaping and critiqu
IV. Buddy system with experienced teacher

C. (continued)	What priority?	Best place to learn to solve?	Best way to learn to solve?
30. Anticipating and accommodating to formal school-wide and district-wide schedules (e.g. minimum days, parent conferences, testing programs)	1 2 3 17 43 2	A B C 2 51 7	I II III IV 37 3 1 20
31. Determining informal administrators' and colleagues' expectations for teaching methods	1 2 3 13 41 9	A B C 5 44 8	I II III IV 31 5 2 20
32. Distinguishing between approved and disapproved methods of classroom management and discipline	1 2 3 36 24 0	A B C 15 36 7	I II III IV 32 9 3 18
33. Finding usable sources from peers or other school personnel on advice regarding curriculum	1 2 3 22 35 2	A B C 6 43 11	I II III IV 15 1 0 42
34. Finding resources in the neighboring community who can supplement the instructional program (e.g. parents, church groups, private industry)	1 2 3 18 33 6	A B C 4 36 17	I II III IV 24 0 1 31
List other problems in learning about the school as an instructional system:			
_____	1 2 3	A B C	I II III IV
_____	1 2 3	A B C	I II III IV
_____	1 2 3	A B C	I II III IV
D. Learning about the School as a Social System. The beginning teacher must solve problems involving:			
35. Learning the official roles and responsibilities of the personnel who are part of the central office Organization	1 2 3 17 38 4	A B C 5 40 16	I II III IV 40 1 0 18
36. Learning the actual procedures by which decisions are made in the school	1 2 3 20 34 5	A B C 4 38 20	I II III IV 35 2 0 21

RATINGS:

What priority?

1. Critical
2. Significant
3. Unimportant

Best place to learn to solve the problem?

A. Student teaching
B. Beginning Teacher Assistance Program
C. Inservice

Best way to learn to solve the problem?

I. Workshops
II. Classroom observation and critiques
III. Videotaping and critiq
IV. Buddy system with experienced teacher

D. (continued)	What priority?	Best place to learn to solve?	Best way to learn to solve?
37. Learning the formal roles and responsibilities of auxillary school personnel such as school psychologists, counselors, nurses, librarians, language, speech and hearing specialists	1 2 3 21 35 3	A B C 7 40 12	I II III IV 37 1 0 21
38. Determining which parents or groups of parents are most influential in school decision-making	1 2 3 4 30 25	A B C 3 30 21	I II III IV 10 2 0 40
39. Determining informal rules for teacher conduct away from school	1 2 3 5 25 28	A B C 10 27 13	I II III IV 11 1 0 36
40. Identifying peers or other school personnel who may provide emotional support and reassurance when needed	1 2 3 15 37 6	A B C 8 37 9	I II III IV 8 2 0 46
41. Learning about different subgroups of students based on interests values, backgrounds, etc.	1 2 3 9 35 15	A B C 7 34 16	I II III IV 8 17 0 29
42. Identifying leaders and standard setters among the pupils	1 2 3 7 43 10	A B C 11 32 14	I II III IV
43. Determining the role and expectations for the school by the local community	1 2 3 12 44 3	A B C 6 36 18	I II III IV 22 5 0 24
List other problems in learning about the school as a social system:			
_____	1 2 3	A B C	I II III IV
_____	1 2 3	A B C	I II III IV
_____	1 2 3	A B C	I II III IV

Would you be willing to participate in a more detailed interview on your perceptions as a beginning teacher?

33 Yes 19 No

RATINGS:

What priority?

1. Critical
2. Significant
3. Unimportant

Best place to learn to solve the problem?

A. Student teaching
B. Beginning Teacher Assistance Program
C. Inservice

Best way to learn to solve the problem?

I. Workshops
II. Classroom observatio and critiques
III. Videotaping and critic
IV. Buddy system with experienced teacher

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